Grade 7 PE: Outcome Evaluation

**Goal: Relationships**

**Outcome: 7.13 Relationship Skills**

d. Collaboratively create a group plan for supporting others in participating in movement activates incorporating plans for role modeling responsible and caring behaviours.

**Group Plan Lesson:**  Inquiry observation analysis test

**Type/ Pathway: Group Project**

**Method of Recording:** Rubric anecdotal records observation checklists rating scales

**Hours:** 10Hrs.

**Value:** 10%

**Instruction for Marking:** This rubric is for the planning component of this outcome. On the attached highlight the area in which your actions fit with respect to the planning. Rubric will be based on written submitted plans.

**Evaluated by:** Instructor

**Outcome: 7.13 Relationship Skills**

a. **Evaluate** own attitudes, values, and behaviour related to interacting with others while participating in, or encouraging others to participate in, movement activities.

**Outcome: 7.14**

d. **Express** insight into historical factors that influence the development of movement activates created by our northern people and the benefits of these activates related to physical, emotional, mental and spiritual well-being.

**Group Plan Lesson:**  Inquiry observation analysis test

**Type/ Pathway:** Internet assignment

**Method of Recording:** Rubric, anecdotal records, observation, checklists, rating scales, Other:

**Hours:** 10Hrs. Marked Internet Assignment (out of 55)

**Value:** 10%

**Instruction for Marking:** Marked based on attached answer key.

**Evaluated by:** Instructor

Heshka, K. (2009). EPE 300. Outcome Evaluation. Grade 7 Physical Education. University of Regina; Regina, Saskatchewan.

Grade 7 PE: Group Planning Evaluation Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **4** | **3** | **2** | **1** |
| Plan for Organizing Information | Students have developed a clear plan for organizing the information as it is gathered and in the final research product. All students can independently explain the planned organization of the research findings. | Students have developed a clear plan for organizing the information in the final research product. All students can independently explain this plan. | Students have developed a clear plan for organizing the information as it is gathered. All students can independently explain most of this plan. | Students have no clear plan for organizing the information AND/OR students in the group cannot explain their organizational plan. |
| Delegation of Responsibility | Each student in the group can clearly explain what information is needed by the group, what information s/he is responsible for locating, and when the information is needed. | Each student in the group can clearly explain what information s/he is responsible for locating. | Each student in the group can, with minimal prompting from peers, clearly explain what information s/he is responsible for locating. | One or more students in the group cannot clearly explain what information they are responsible for locating. |
| Group Timeline | Group independently develops a reasonable, complete timeline describing when different parts of the work (e.g.,planning, research, first draft, final draft) will be done. All students in group can independently describe the high points of the timeline. | Group independently develops a timeline describing when most parts of the work will be done. All students in group can independently describe the high points of the timeline. | Group independently develops a timeline describing when most parts of the work will be done. Most students can independently describe the high points of the timeline. | Group needs adult help to develop a timeline AND/OR several students in the group cannot independently describe the high points of the timeline. |
| Total: /12 |  |  |  |  |

Rubistar. (2009). Rubistar; creating rubrics for your project based learning activities. Retrieved from <http://rubistar.4teachers.org/> Nov. 16, 2009.